

York College of Pennsylvania

Evaluation for Student Professional Knowledge and Practice

Student Name:

Student Teaching Semester:

Mid Term

Final Evaluation

Rating	
Masterful	Consistently exceeds expected levels of performance with a high degree of skill
Proficient	Consistently meets expected levels of performance
Basic	Usually meets expected levels of performance and would benefit from continued growth to achieve greater consistency and effectiveness
Unsatisfactory	Usually fails to meet expected levels of competence and performance

Planning and Preparation shows evidence of:		Rating	Evidence
1.1	Knowledge of Pennsylvania K-12 Academic Standards		
1.2	Use of learning objectives that are:		
	Clearly stated		
	Appropriately challenging		
	Accompanied by strategies, methods and techniques that will achieve these objectives		
1.3	Knowledge of the content matter being taught		
	Knowledge of the appropriate sequencing of that content		
1.4	Lesson planning that:		
	Contains the essential instructional elements		
	Includes a variety of instructional and grouping patterns		
	Provides for visual, auditory, and kinesthetic modes of learning		
	Provides for different modes of intelligence		
1.5	Recognition of students' differing needs, interests, experiences, and attitudes		
1.6	Use of available resources, materials, and technology		
1.7	Materials that are:		
	Neat, accurate, and attractive		
	Suitable for the grade level		
	Functional and meaningful		
1.8	Assessment of student learning that is:		
	Aligned to instructional goals		
	Adapted to the needs of the students		
	Evaluating the full range of thinking and reasoning skills in addition to recall and rote memory		

1.9	Continuity of learning through unit and long range planning		
Goals			

Classroom Management reflects:		Rating	Evidence
2.1	Safe, polite, orderly, and businesslike environment that maximizes on-task behavior and learning		
2.2	Clear standards of conduct:		
	Designed to promote responsible, self-regulated student behavior		
	Providing clearly communicated classroom procedures that maximize instructional time		
	Differentiating between minor and major types of misconduct		
	Dealing appropriately with off-task behavior, distractions and major disruptions		
2.3	Appropriate interactions based on:		
	Mutual respect between teacher and students		
	Mutual respect among students		
	Respect for the Cooperating Teacher		
2.4	Equitable learning opportunities for all students		
2.5	High expectations for student achievement and quality work		
Goals			

Instructional Delivery demonstrates:		Rating	Evidence
3.1	Congruence with the Pennsylvania K-12 Academic Standards as planned		
3.2	Communication of the purpose and objectives of the lesson and related activities		
3.3	Use of methods, strategies and techniques that are congruent with the stated learning objectives		
3.4	Decisions about instruction and learning that are based on sound principles and classroom data		
3.5	Thorough knowledge of the content being taught		
3.6	An ability to model and communicate:		
	Clear, specific, meaningful, and relevant information		
	Effectively using voice (volume and inflection), gestures, and body language		
3.7	Active student engagement in the learning process and related activities		
3.8	Use of a variety of question and discussion techniques and strategies		
3.9	Appropriate pacing and the maximum use of instructional time with the ability to adjust to:		
	Class progress		
	Individual student needs		

3.10	Clear, specific and timely feedback to students concerning their learning and behavior		
3.11	Ability to construct and administer formal and informal assessments related to instructional objectives and state standards		
3.12	Integration of various disciplines within the educational curriculum		
Goals			

Professionalism reflects:		Rating	Evidence
4.1	Personal integrity and ethical behavior		
4.2	Prudent judgment, fairness, caution, sensitivity and tact		
4.3	Respect for administrative policy and building rules		
4.4	Ability to model and express correct communications skills		
4.5	Decision-making skills based on research and developing personal educational philosophy		
4.6	Commitment to find the best and/or alternative practices		
4.7	Competence in self-evaluation		
4.8	Compliance with school and district procedures related to:		
	Attendance, punctuality, dress, etc.		
	Prompt, consistent, thorough, and cooperative fulfillment of duties and responsibilities		
	Flexibility in dealing with various school situations and conditions		
4.9	Knowledge of and participation in school and/or district events		
4.10	Ethical and professional standards regarding student records and evaluative data		
4.11	Positive professional relationships		
4.12	Awareness of the Commonwealth's requirements for continued professional development and certification		
4.13	Commitment to the teaching profession		
Goals			

The signatures below indicate that the Evaluation for Student Professional Knowledge and Practice has been discussed between the persons whose signatures are affixed:

Evaluators' Signature

Date

Evaluators' Name Printed

Student Teacher's Signature

Date

Student Teacher's Name Printed